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The Underlying Components that Influence Reading Comprehension for English as a Second Language Learners

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**The Underlying Components that Influence Reading Comprehension for
English as a Second Language Learners**

by

Rongqian Geng

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Arts in

English: Teaching English as a Second Language

December, 2015

Thesis Committee:
John Madden, Chairperson
James Robinson
Kyounghee Seo

Abstract

A large number of students, all over the world, are coming to the United States to study and acquire a degree by using English. However, some of them do not like reading in English, which is crucial to them. Further, factors that affect their reading comprehension are of great importance. In this study, the researcher aimed to find out why some students did not like reading and what were the underlying components affecting their feelings towards reading. In order to do that, a questionnaire (30 question in total) and a semi-structured interview (10 questions in total) were used. Some of the items (Question 5, 12, 15, 16, 23, 26, and 27) of the questionnaire were adapted from Yamashita's (2004) study. Other items were designed and written by the researcher. Ninety-six participants who did the questionnaire, were from an Intensive English Program and an English as a Second Language Program for University Students in a Midwest university of the United States. In addition, 5 out of 96 participants volunteered to do the interview. Five participants' responses to 10 interview questions were transcribed and analyzed to get a better understanding of causes that influenced students' feelings about reading.

The results suggest that there were some students did not like reading when vocabulary was difficult to understand, when the readings had nothing to do with real life English, when the reading amount for a course was a lot. Moreover, from the interviews, the results showed that students' attitudes, strategies use and beliefs, purposes, and motivations were the factors that affected students' feelings towards reading.

Acknowledgements

Thanks to my thesis committee members, Dr. Madden, Dr. Robinson, and Dr. Seo, who offered precious feedback and suggestions to the realization of this study. They instilled in me the motivation to accomplish of this work. A special thanks goes to my Chair—Dr. Madden for his patience, understanding, guidance, and most of all the encouragement he has given me.

Many thanks to my friends here to accompany and encourage me when I am down. Your friendship makes my life a wonderful experience. I would like to thank my friends, especially, Minji Yoon, Mengmei Yin, Chengying Yang, and Jie Duan, for their love, advice and encouragement during my graduate studies.

Very special thanks go to my parents, Donghui Geng and Huifeng Ji, for their love, understanding, and financial support during my graduate studies in the U.S.

Dedication

This thesis is dedicated to my parents, Donghui Geng and Huifeng Ji, who have faith in me and have relentlessly supported me through this lifelong journey, also, for their endless love and inspiration.

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Chapter I: Introduction

Research has shown a growing encouragement within developing countries for sending their students to study abroad in developed countries, like the United States (Solimano, 2002). In his research, Solimano points out that the United States is one of the leading countries in the world, recruiting students for higher education from developing countries. He believes that these students leave their countries of origin to acquire knowledge and good education in the United States.

In higher education environment, the number of English as a Second Language (ESL) learners has increased drastically in the United States today (Iwai, 2008). According to Iwai (2008), “there were approximately 583,000 foreign students enrolled in American colleges and universities in the 2006-2007 academic year”.

Since those students were in the United States to achieve success in English acquisition, there must be some factors that influenced their Second Language Acquisition. Interest in Second Language Acquisition, particularly when it relates to reading in the second language, has burgeoned in the past decade. This change has resulted in a growing demand for both effective reading courses as well as high-quality second language materials. When students are firstly exposed to a language, regardless it is their first language (L1) or second language (L2), the priority is to perceive and comprehend the meaning intended or expressed by another. In other words, language comprehension is to understand what others say and write, which is more complex than just take a glance of it. Furthermore, according to Karbalaee (2010), reading in L2 is a reciprocal process, where learners apply their “background knowledge, text schema, lexical and grammatical awareness, L1-related

knowledge, and real-world knowledge, as well as their own personal purposes and goals”, to comprehend a written material (p. 52).

Reading is a crucial part for English learners to acquire. As noted by Anderson (2003), reading is the most critical skill to get better of so as to guarantee success in learning (p. 2). He further mentioned that English learners could make greater progress in other fields of language learning if they have already had reinforced reading skills (p. 2). In addition, according to Koda (2010), reading comprehension is a meaning-construction process, involving crucial interaction between text and reader.

The current studies focus on one of the components that influences L2 readers reading. For example, Kamhi-Stein (2003) did a research on attitudes and beliefs towards L2 reading; Yamashita (2004) talked about reading attitudes that affect L2 reading; Karbalaie (2010) focused on English as a second language (ESL) students’ beliefs about L2 reading strategies; Tsai, Ernst, and Talley (2010) conducted a research on L2 strategy use in reading. However, there has been little research conducted on factors that affect L2 reading.

Even though it is known to all that learning to read is critical in L2 language learning, every student does have problems or difficulties in reading, which will, to some extent, hinder their reading comprehension or make them dislike reading. Then, what are the problems, and how could instructors help students solve those. Thus, this thesis found out factors that affect students’ L2 reading comprehension.

Chapter II: Review of the Literature

There are various underlying components that influence reading comprehension for L2 learners. These include students' attitudes, strategies use and beliefs, purposes, and motivations. Due to the fact that reading is the core for this research, the literature review will include the definition of reading. In addition, in accordance with the research questions, students' dislike towards reading is also contained.

Definition of Reading

When people refer to reading comprehension, the definition of reading comes into their minds primarily. But how do researchers define reading. First of all, Scharer (2012) said that people always use vocabularies like “understanding, knowledge, and comprehension to describe what they want to achieve through the act of reading”. Moreover, Cline, Johnstone, and King (2006) talked about the definition of reading as well; they mentioned that many interacting variables affect students' comprehension processes and their concepts of reading. In addition, they pointed out three different definitions of reading, and conducted a research to students: “reading is decoding and understanding written text; reading is decoding and understanding text for particular reader purposes; reading is the process of deriving meaning from text” (p. 2). After their research, they came to a conclusion that the central of reading is to understand what an author wants to convey in a text, “upon which researchers and test designers should focus” (p. 9). Further, Grabe (2009) stated that human beings can “read basic forms, read newspapers, read advertisements, and use basic reading skills in their work and daily lives when needed” (p. 261). However, he mentioned it is also incredible that a bunch of people can read not only in their first language (L1) but also in a foreign language (L2), who

must go through “very different and difficult circumstances” in reading (p. 281). Cates and Swaffar (1979) propose that:

if comprehending a language is, as we believe, the real basis for learning that language; then language courses need to provide for as much exposure to written texts and oral discourse as possible. Written texts seem to offer the optimal conditions for the internalization of a new grammar and for the development of competence. Texts not only provide orthographic clues to vocabulary and syntax; they also afford the learner greater processing time than does spoken language. Written texts can also present a greater quantity and variety of vocabulary items in meaningful contexts than live or recorded speech. Texts are portable. Students can read when class is not meeting and when language labs are closed. Because they involve greater processing time, texts can offer more opportunities to think and solve problems in the language to be learned. (p. 8)

Factors That Affect Students’ Feelings toward Reading

There are a large number of factors that influence students’ feelings about reading. However, learners’ attitudes, strategies use and beliefs, purposes, and motivations have gained much attention in the field of second language acquisition.

Attitudes. Firstly, students’ attitude is playing a critical part in reading as can be seen below. Reading attitude is a complex theoretical construct. It is defined in various ways, for example, “a system of feelings related to reading which causes the learner to approach or avoid a reading situation” (Alexander & Filler, 1976).

Chen, Chen, Chen, and Wey (2013) conducted a research among 89 EFL students about the effects of extensive reading on their reading attitude, reading comprehension, and vocabulary. The result of the research mentioned above showed that if it is the case that students can choose materials that they are interested in, along with their active attitude, there is an on-going progress in their reading comprehension, and vocabulary growth (Chen et al., 2013). In addition, Yamashita (2004) conducted a research, in which participants were 59

Japanese university students who enrolled in two EFL extensive reading classes. The result of her research confirmed that there is a relationship between L1 and L2 reading attitudes (p. 10). Since all the participants in Yamashita's research "had acquired L1 (Japanese) literacy before they started learning English and their exposure to L1 texts is much greater than L2 texts in their daily life, this correlation relationship can be interpreted as indicating transfer of reading attitudes from L1 to L2 reading" (p. 10). The result, further, suggested that students have "more positive attitudes in L1 reading than in L2" (p. 10).

Strategies use and beliefs. Further, students' strategies use and beliefs are also critical when they do reading. Kamhi-Stein (2003) stated that effective reading in English plays an integral part in academic attainment, that is why a vast array of researches are done on factors that affect students' achievement in reading comprehension (p. 35). She conducted a research on four college readers of Spanish and English, who all had experienced immigration and all were not academically prepared for college, about the relationship between L1 and L2 strategies use and beliefs towards reading. Two of them indicated that they treated reading as a meaning construction, and they used their L1 (Spanish) as a resource, in other words, "mentally translating into Spanish when reading in English facilitated the construction of meaning" (p. 50). The other two students did not deny the role of their L1 (Spanish)—a resource, but they usually avoided using mental translation from English to Spanish in order to reduce confusion (p. 56); they all considered reading as a word-centered process, even though one of them explained that reading is to understand the meaning of words, the other one viewed reading as a process of knowing how to pronounce words (p. 60). To be more specific, she further drew two tables of her findings in the research, during which

all the four students said that vocabulary was the greatest factor that affected their reading in English, three of them put that boredom was one of the difficulties when they read in English (pp. 59-60). Meanwhile, Kamhi-Stein (2003) also listed that when these four students were trying to comprehend a text in English, they all “detect and attempt to solve comprehension problems”, while one of them used her background knowledge as well (pp. 59-60). In a word, lack of reading fluency in English had resulted from students’ insufficient L2 vocabulary, boredom of a text (p. 62).

Purposes. Moreover, the purposes for reading should not be ignored when students are reading. According to Grabe (2009), there are six major academic purposes for reading:

- Reading to search for information (scanning and skimming)
- Reading for quick understanding (skimming)
- Reading to learn
- Reading to integrate information
- Reading to evaluate, critique, and use information
- Reading for general comprehension (in many cases, reading for interest or reading to entertain). (p. 343)

Furthermore, as stated by Linderholm and Wilde (2010), “students’ beliefs about their understanding, as a function of the reading purpose, did not match actual test performance” (p. 7). According to Yamashita (2004), who did a research on Japanese students about their attitude to L1 and L2, even though students might not be aware of anxiety in L2 reading, they did not seem cozy or joyful when they read in L2, neither (p. 12). Thus, she came to a conclusion that students were not motivated to read a larger amount because they did not feel enjoyable in reading (p. 12). Linderholm and Wilde (2010) did a research on 90 college students to investigate whether reading depended on their purposes for reading. To be more specific, the results of this research showed that “readers in the study purpose condition rated

their level of understanding higher than readers in the entertainment purpose condition; likewise, readers in the study purpose condition predicted that they would answer more multiple choice test questions correctly than participants in the entertainment purpose condition” (p. 12). In other words, during the research when students were asked to read for entertainment purpose, they were simply looking for external meaning, while, when they were required to read for study purposes, almost all of them paid attention to the deep-seated implication (p. 7). They further point out that it is crucial to “determine what students believe about their level of comprehension and how those beliefs may determine the degree to which students processing to fit the purpose for reading” (Linderholm & Wilde, 2010, p. 8).

However, Yamashita (2004) suggested that it is not a consequent if instructors motivate students by giving them “a high value to reading” (p. 12). In other words, as indicated by Yamashita (2004), students might know, deep in their hearts, that reading is beneficial to their L2 learning, however, they “end up not reading”, merely because reading is boring to them (p. 12).

Motivations. After talking about students’ attitudes, beliefs, and purposes about reading, let us take a view of students’ motivations towards reading. As stated by Grabe (2009), motivation played an integral role in developing reading, while teachers and the in-class contexts had a striking impact on the motivation of students (p. 4390). “Motivation involves a set of beliefs, values, and expectations and a set of defining behaviors: engagement, persistence, strategic problem solving, and requests for help; moreover, these beliefs, values, and expectations are influenced by a range of external social and contextual factors: parents, peers, sociocultural expectations, classrooms, teachers, and instructional tasks” (Grabe, 2009,

p. 4410). Thus, Grabe further said that the motivation of a student did affect reading comprehension, “both directly and indirectly” (p. 4557).

Furthermore, in an L1 reading classroom, more engaged readers are those who “read more, learn more, use strategies for reading and learning more effectively, are more curious and become more involved in their reading and learning, have a preference for challenge, and more confident and have reasonable expectations for success, and are more self-directed readers” (Grabe, 2009, p. 4639). Thus, it seems that an integral method of improving L1 reading motivation is to give effective reading instruction (p. 4652). However, Grabe (2009) put, in L2 contexts, students “may not be influenced by social identity factors but may be influenced by academic and classroom factors that draw on goals, and interest” (p. 4711). He stated that currently the best way to increase the motivation in L2 classroom is “the L1 research on reading instruction that builds motivation” (p. 4784).

Likewise, Davis and Neitzel (2010) found out that students who would like to use effective strategies to complete a mission are those who have more estimation about their abilities to successfully accomplish a mission (p. 547). They further stated that students “who place intrinsic value on a task are more likely to engage in cognitive strategies to accomplish the task, because self-efficacy and intrinsic value are related to intrinsic motivation” (p. 547).

In addition, as stated by Protacio (2012), from his interviews, the importance of family in elevating reading is very clear (p. 71). Three of his interviewees mentioned that one of their parents is being a reading role model (p. 71).

Students' Dislike toward Reading

There are some students who like reading; at the same time, there must be some of them who dislike reading. However, there are not so many researches have been done on ESL students' dislike towards reading in English. A bunch of researchers focused on the role of a certain factor to L2 reading as mentioned above.

Factors that affect students' feeling towards reading have been talked about above. Thus, it is common that students dislike reading. Let us take a look at what are the reasons that students do not think reading is enjoyable. It should be noted that, in this research paper, reading is divided into two parts, reading in general, and reading for class.

Firstly, talking about reading in general, no matter in L1 or in L2. According to Wheeler (1946), "interests and tastes in reading are developmental" (p. 267), as each child is willing to learn how to read at school for the first day. "Interests and tastes in reading are developmental" (p. 267). Wheeler continued that if the material that a child is going to read is beyond his interest level, he would dislike reading (p. 267). The child should read in accordance with his or her personal willingness, his or her level of vocabulary, where he or she could explore pleasure and fulfillment in reading (p. 267). Wheeler also said that "it is useless and sometimes definitely harmful, to restrict a child's reading to the 'good' books before he is mature enough to enjoy them" (p. 267). In other words, it is meaningless and may decrease a child's motivation in reading if he or she does not have "the mechanic that enable him to read easily" (p. 267). Wheeler (1946) further pointed out 31 reasons that children dislike reading in a reading center, for example:

- Inadequate reading readiness program
- Lack of proper motivation for reading

Reading materials that are too difficult
Reading in material below the child's interest level
Inadequate mastery of the mechanics of reading
Too much confusion within the classroom and lack of organization of teaching materials and lesson plans
A lack of reading interests within the home. (pp. 268-269)

Plus, reading which is related to class materials or after school learning texts. There was a very experienced teacher, Kelly Gallagher, who had been a teacher for 25 years, was interviewed and said that "nowadays kids are much more likely to find other things to do rather than read" (Rebora, 2011). Gallagher only considered reading for class is reading. Furthermore, Gallagher mentioned that students put more energy on Facebook, texting, instant texting, and so on, which he considered as entertainment (Rebora, 2011). That is why Gallagher thought students might dislike reading. Moreover, Gallagher said that "kids these days are struggling with difficult texts, they do not do a very good job of monitoring their comprehension" (Rebora, 2011).

Chapter III: Methodology

This chapter describes the research questions, participants and demographic selections, such as gender, current language proficiency, age, first language, time they have been studying English, other languages they have studied. Both a questionnaire and semi-structured interviews were used in this study.

Research Questions

1. Why do some students dislike reading in their second language (L2)?
2. What are the factors that affect students' feelings about L2 reading?

Participants

The participants in this study were 96 students who, at the time of this study, were attending an Intensive English Program (IEP) and an English as a Second Language Program for University Students (ESL Program for University Students) at a university in the Midwest of the United States. Both male and female participants were involved in this study. Participants came from all over the world, including Saudi Arabia, China, South Korea, Japan, Brazil, Jordan, Thailand, and Cambodia. The participants were students from five different levels. All the participants, at the time of this study, were exposed to English learning every day, Monday to Friday at this university.

The Intensive English Program (IEP) provided Academic English Language and Culture instruction for international students who hoped to enter the university and pursued an academic degree. Moreover, participants in IEP were those international students who were not already admitted to this university because of their English proficiency, or residents or citizens (not a requirement) who would like to pursue the study of ESL (English as a Second

Language) full-time prior to college admission. As said by the criteria of enrollment for the IEP at this university, student must have a high school diploma. Participants in the IEP were students from intermediate level, intermediate-high level, and low-advanced level. In detail, students who successfully graduated from intermediate-high level could begin to take their undergraduate courses in the university who held the IEP program; and those who successfully graduated from low-advanced level could pursue their graduate degrees in this university. In addition, students could apply for both the IEP and one of this university's degree programs simultaneously, though they might be admitted to the degree program only after successful completion of the IEP. In particular, students who had already applied to a degree program at this university, who achieved a 3.5 G.P.A. in intermediate-high level would be considered for admission to the undergraduate degree program to which they applied; who achieved a 3.5 G.P.A. in low-advanced level would be considered for admission to the graduate degree program to which they applied.

Participants from IEP, at the time of this study, were required to receive 4 hours reading instruction every week, and about 56 hours reading instruction every semester. To be more specific, the reading instruction for students in intermediate level was to read authentic passages that contained moderately difficult vocabulary and complex sentence structure; they could apply reading strategies taught in class (e.g., skimming and scanning; make predictions; identify the main idea and topic sentences; use visual, graphic, and textual clues; know vocabulary, including meaning, spelling and parts of speech in the reading; use context clues to predict unfamiliar word meaning with increasing accuracy; summarize and paraphrase reading passages); they might have the intermediate reading skills after one semester's

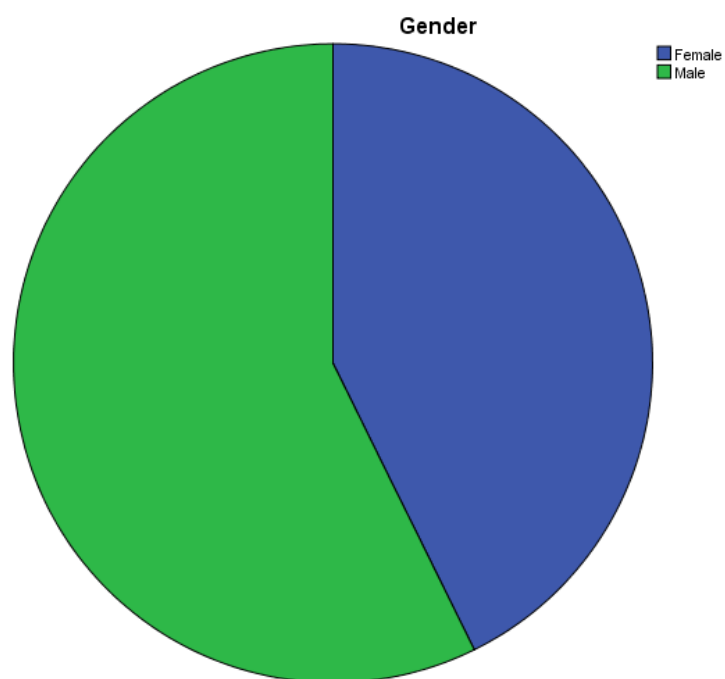
instruction. Plus, students in intermediate-high level could read college freshman level passages and authentic fiction with unrestricted vocabulary; their academic vocabulary was expanded by the instruction of a teacher; they were able to widely apply reading strategies taught in class (e.g., all the strategies mentioned in intermediate level; increase reading rate, fluency, and comprehension; infer general conclusion from specific details in reading; evaluate information in familiar and some unfamiliar readings for accuracy and relevance to purpose; make judgments of information found in the reading material based on personal values system; voice their opinion about textual ideas and using the test/outside evidence to support those opinions); they might have the intermediate-high reading skills after one semester's instruction. Additionally, students in low-advanced level could read college academic passages and newspaper articles; they might have an expended academic vocabulary; they were able to widely apply reading strategies taught in class (e.g., all the strategies mentioned both in the intermediate and intermediate-high level; draw general conclusions from specific details in reading); they might have the low-advanced reading skills after taking reading courses for one semester. After students finished their study in their level, they needed to meet some requirements. To be more specific, the goal in reading for students who were in the intermediate level was that they could read authentic texts on general topics and develop good skills of careful and expeditious reading. Plus, the goal in reading for intermediate-high level students was to understand texts with specialized language and develop strong skills of careful and expeditious reading. Additionally, students in low-advanced level were expected to understand texts with specialized language and demonstrate excellent skills of careful and expeditious reading.

Participants from English as a Second Language Program for University Students (ESL Program for University Students) were international students who have been officially admitted to this university, or U.S. residents or citizen for whom English is a second language, but they still needed to improve their academic English reading, writing, listening, and speaking skills to some extent. Their levels, either intermediate-advanced or high-advanced, were sorted out by the score of a placement test in this university. The placement test in this university contained three parts: writing, reading and listening. Students, whose writing scores were between 75 to 84.9 (the maximum is 100), and got 90 to 99.9 on reading test (the maximum is 120), should take Class B; students should take Class A if they got 70 to 74.9 on writing, and below 89.9 on reading. Those two courses focused on improving academic reading skills (e.g., previewing, skimming, scanning) as well as promoting writing skills in topic development, organization, grammar, vocabulary, and mechanics. To be more specific, Class A, in ESL Program for University Students, was for the development of skills in academic reading and writing, which focused on strategies in reading comprehension, paragraph development, and grammar of written English. Meanwhile, Class B, in ESL Program for University Students, was set for the purpose of the development of skills in reading and writing, from which students could improve reading speed and comprehension of academic texts and the development of an essay. All the participants in ESL Program for University Students had some experience of learning English in their home countries before they came to the United States, because they must at least have an official English proficiency score before they applied to this university.

Participants were all volunteers in this study. The researcher decided to do a research both in IEP and ESL Program for University Students for the reason that she can see the differences between data gathered in diverse departments. Plus, participants in ESL Program for University Students, they were not only learning English but also all taking a full load of academic courses at the same time, who might have more access to a large variety of readings than those in IEP.

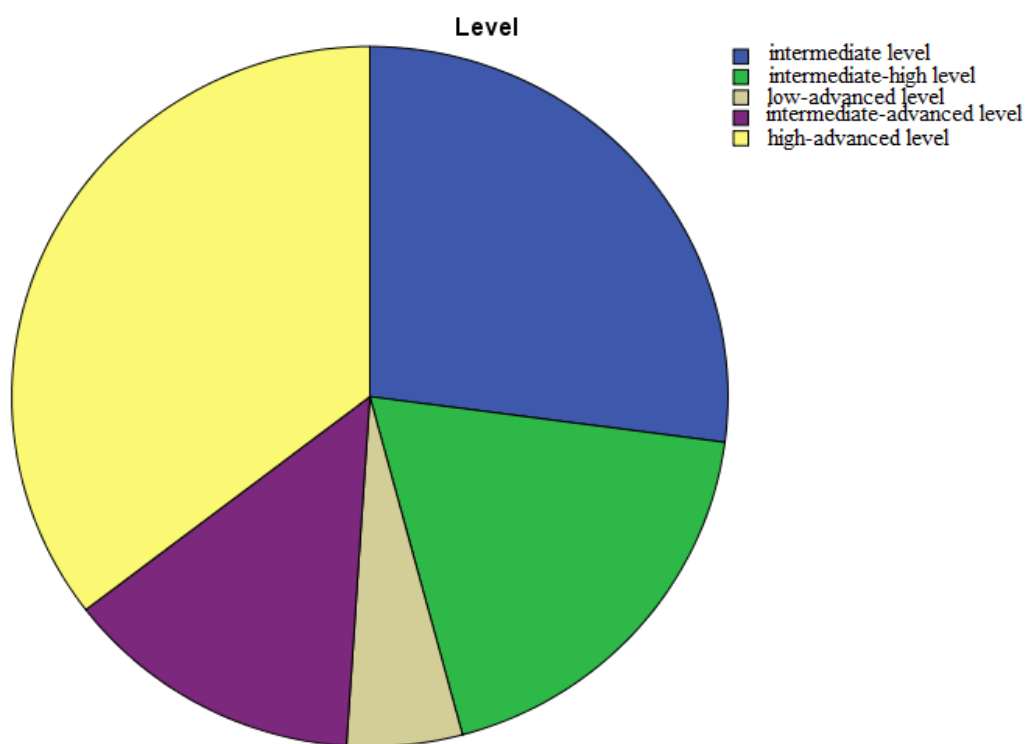
On the second part of the questionnaire, participants were asked the participants to provide their demographic information, such as their gender, current language proficiency, age, first language, time they have been studying English, other languages they have studied. The graphs below present demographic information collected from the participants. It should be noted that all the 96 participants answered the first part of the questionnaire. However, for the second part of the questionnaire, all the participants indicated their gender, language proficiency, age, and their first language, but not all of them answered their time for learning English, probably they could not remember the exact length for that. It was also possible that they forgot to answer it.

| Gender | | | | |
|------------|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Female | 41 | 42.7 | 42.7 | 42.7 |
| Valid Male | 55 | 57.3 | 57.3 | 100.0 |
| Total | 96 | 100.0 | 100.0 | |



Graph 1: Participants' Gender

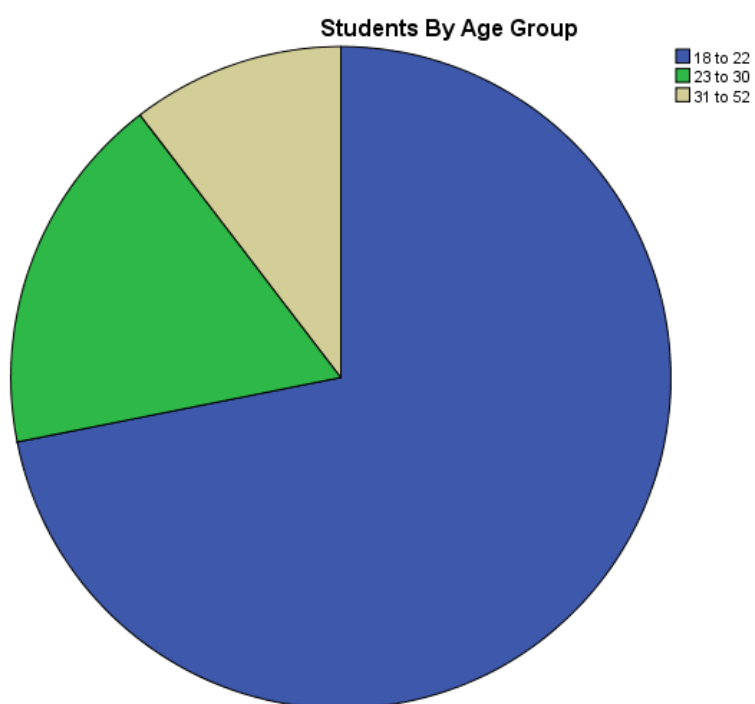
| | | Level | | |
|-------|-----------------------------|-----------|---------|---------------|
| | | Frequency | Percent | Valid Percent |
| Valid | Intermediate level | 26 | 27.1 | 27.1 |
| | Intermediate-high level | 18 | 18.8 | 18.8 |
| | Low-advanced level | 5 | 5.2 | 5.2 |
| | Intermediate-advanced level | 13 | 13.5 | 13.5 |
| | High-advanced level | 34 | 35.4 | 35.4 |
| | Total | 96 | 100.0 | 100.0 |



Graph 2: Participants' Language Proficiency Level

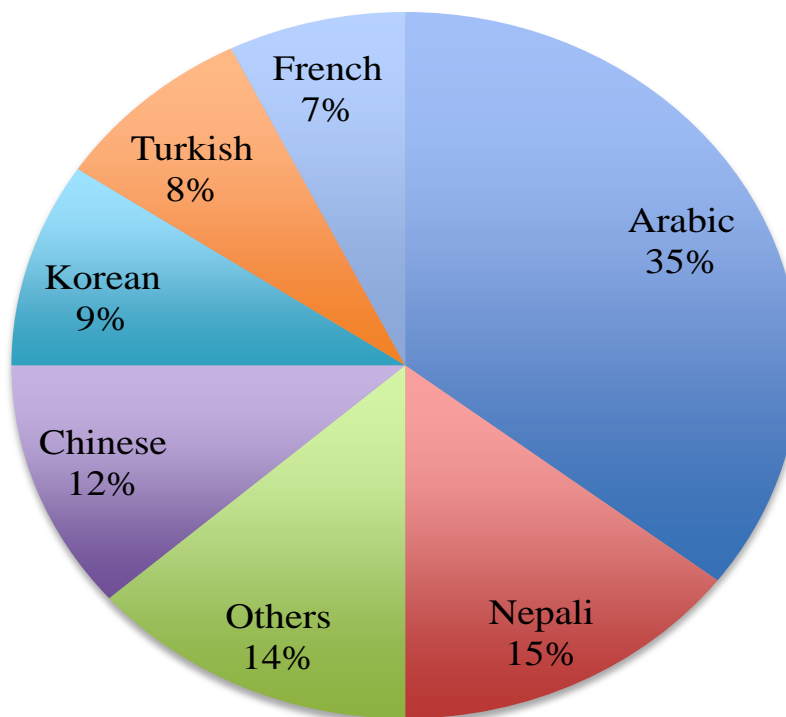
Students By Age Group

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 18 to 22 | 69 | 71.9 | 71.9 | 71.9 |
| 23 to 30 | 17 | 17.7 | 17.7 | 89.6 |
| 31 to 52 | 10 | 10.4 | 10.4 | 100.0 |
| Total | 96 | 100.0 | 100.0 | |



Graph 3: Participants' Age

| Students by 1 st Language | | | | |
|--------------------------------------|-------------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Arabic | 34 | 35.4 | 35.4 |
| | Bangla | 3 | 3.1 | 38.5 |
| | Burmese | 1 | 1.0 | 39.6 |
| | Chinese | 11 | 11.5 | 51.0 |
| | French | 7 | 7.3 | 58.3 |
| | Igbo | 1 | 1.0 | 59.4 |
| | Japanese | 1 | 1.0 | 60.4 |
| | Kinyarwanda | 1 | 1.0 | 61.5 |
| | Korean | 9 | 9.4 | 70.8 |
| | Nepali | 14 | 14.6 | 85.4 |
| | Russian | 2 | 2.1 | 87.5 |
| | Somali | 1 | 1.0 | 88.5 |
| | Spanish | 1 | 1.0 | 89.6 |
| | Thai | 1 | 1.0 | 90.6 |
| | Turkish | 8 | 8.3 | 99.0 |
| | Urdu | 1 | 1.0 | 100.0 |
| | Total | 96 | 100.0 | 100.0 |



Graph 4: Participants' First Language

It could be seen from the pie chart and the table below (Graph 4 and Graph 5), the researcher grouped the languages that had less than five speakers as other languages.

| Other Languages | Number of students |
|-----------------|--------------------|
| Bangla | 3 |
| Russian | 2 |
| Burmese | 1 |
| Igbo | 1 |
| Japanese | 1 |
| Kinyarwanda | 1 |
| Somali | 1 |
| Spanish | 1 |
| Thai | 1 |
| Urdu | 1 |

Graph 5: Other Languages and Number of Students

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------|----|---------|---------|------|----------------|
| Time for learning English | 91 | 0 | 20 | 6.52 | 5.259 |
| Valid N (list-wise) | 91 | | | | |

Graph 6: Participants' Time for Learning English

Materials

The main concern of the current study was an analysis of factors that affect English as a Second Language (ESL) learners' reading comprehension in an Intensive English Program (IEP) and an English as a Second Language Program for University Students (ESL Program for University Students) at a university in the Midwest of the United States. To be specific, this study focused on factors that affect students' attitudes, strategies use and beliefs, purposes, and motivations for reading. Therefore, in designing the questionnaire for this study, factors were further broken down into students' attitudes, strategies use and beliefs, students' purposes, and students' motivations.

At the same time, all these factors in the questionnaire were put into three categories: general questions about reading, reading in their first language, and reading in English. The project aimed at offering insights and implications for ESL instructors and educators, who desire to meet their students' need and want. Similar studies had been conducted in the context of English as a foreign language setting (Chen et al., 2013; Kamhi-Stein, 2003; Yamashita, 2004).

Now let us see the instruments that the researcher used. As stated by Anyan (2013), "Qualitative and quantitative research methods have several differences such as the means of collecting data and the interpretation of collected data, while qualitative research prioritized depth and quality of data collected, quantitative research maintains premium on the number and volume of data collected" (p. 1). According to Hutchinson and Waters (1987), the best way to look into the needs of any particular group of students is to use such methods as questionnaires, follow-up interviews, as well as collection of authentic texts. They further mentioned that it is desirable to use a combination of these methods. Moreover, Dornyei (2003) stated that using questionnaires in the procedure of data collection is one of the most regular used measures in second language research (p. 1). The reason is that questionnaires are accessible to make and trace, comparatively flexible, and exceptionally easy to collect a series of data in a short time (p. 1). As a result, both quantitative and qualitative analyses were conducted so as to get a better understanding of why students did not like L2 reading, causes that influenced their feelings about reading, and gave instructors more space to think about how to teach reading effectively by changing students' beliefs, attitudes, and motivations towards reading.

In detail, data collecting methods for this project included questionnaire and semi-structured interviews. In other words, the questionnaire was used as the main survey instrument for this study. Some of the items (Question 5, 12, 15, 16, 23, 26, and 27) of the questionnaire were adapted from Yamashita's (2004) study (see Appendix A). Other items were designed and written by the researcher. The questionnaire was divided into two parts, the first part consists of 30 questions, and the second part is some demographic information of participants. In this study, factors that affected students' reading comprehension were further broken down into students' attitudes, strategies use and beliefs, students' purposes, and students' motivations.

To get a better understanding of the ESL students' thoughts, all these factors in the questionnaire were put into three categories: general questions about reading, reading in their first language, and reading in English. For the general questions, participants were asked the importance of reading no matter in their first language or in English, their beliefs about reading, and their like towards reading. Also, for reading in their first language, participants were given 11 questions about their beliefs, attitudes, motivations, and purposes toward reading in their first language. As for reading in English, not only the 11 questions appeared again, but this time asking participants about reading in English, but also four more questions were asked about—anxiousness about English words that they do not know, whether translate English into their first language when they are reading, whether translate English into their first language when a sentence is difficult to understand, and whether try not to translate English into their first language. Therefore, the researcher did direct comparisons towards repeated questions in reading in their first language and reading in English. To be more

specific, the researcher did direct comparisons for question 5 with question 16, question 6 with question 17, question 7 with question 18, question 8 with question 19, question 9 with question 20, question 10 with question 21, question 11 with question 22, question 12 with question 23, question 13 with question 24, question 14 with question 25, and question 15 with question 26. The questionnaire was written in English and a six-point *Likert scale* was used. For example, 1 stands for “strongly disagree”, 2 stands for “disagree”, 3 stands for “slightly disagree”, 4 stands for “slightly agree”, 5 stands for “agree”, and 6 stands for “strongly agree” (see Appendix A). The reason that the researcher chose a 6-point *Likert scale* not a 5-point one was that a 6-point *Likert scale* has a neutral option. As stated by Dornyei (2003), the statements on Likert scales should be “characteristic”, which means “either a positive/favorable or a negative/unfavorable attitude” to a statement is conveyed (p. 37). For example, “neutral items for ‘I think Hungarians are all right’ do not work well for the reason that they do not evoke salient evaluative reactions, and extreme items are also to be avoided” (Dornyei, 2003, p. 37). The second part of the questionnaire asked about students’ demographic information, such as their gender, current language proficiency, age, first language, time they have been studying English, other languages they have studied, degree they are pursuing, and their major. Moreover, a semi-structured interview of 10 open-ended questions was also conducted for those who were willing to be interviewed. In other words, for the interview, the researcher asked follow-up questions to those who were interviewed (see Appendix B). The interview was included here so as to create a face-to-face interaction in an attempt to elicit participants’ oral responses to the questions. Thus, wh-questions were given to students, primarily because “wh-questions can select and constrain topic through interrogative

pronouns like ‘why, what, when, where’ and so on” (Wang, 2006, p. 533). The researcher was planning to choose two participants out of which who were willing to do an interview from each level. However, she just got one from intermediate, one from intermediate-high, one from intermediate-advanced level, two from high-advanced level, and no one from low-advanced level. In total, two males and three females were included. As a result, only five students volunteered and were interviewed by the researcher. Although there were only five students who participated the interview, their L1 background, educational background, race and ethnicity were varied. The potential findings of this project may of significant value to ESL instructors and educators who desire to meet their students' need and want.

Procedures

The researcher went to participants’ classrooms explaining the purpose of her study and asked them to read through and sign a consent form. At the end of the consent form, they could choose whether they would like to take part in a supplementary interview or not. Then, the participants were asked to fill out a questionnaire, which consisted of 30 questions. For those who were willing to be interviewed, the researcher did the interview and audio recorded them one by one. Five students out of 96 participants volunteered and were interviewed by the researcher. The interviews were audio recorded and transcribed by the researcher.

Data Analysis

The participants were grouped based on their current levels in the IEP and ESL Program for University Students. Frequencies and a Spearman Correlation were used in this research. The reason was that the researcher had three categories in her questionnaire, the first was ‘general questions about reading’, the second was ‘reading in their first language’, and

the third was 'reading in English'. In order to get a better understanding of students' dislike to reading, factors that affected their feelings towards reading, direct comparisons had to be done between reading in their first language and reading in English.

During the interviews, a cell phone was used to record participants' response. A notebook was also used to write down some of the information throughout the interviews. When analyzing the data, the researcher firstly looked at the notes and identified those that were relevant to answer the research questions. Secondly, the researcher went through the audio file and transcribed all the relevant parts. According to Nunan and Bailey (2009), the researcher can look for forms in the qualitative data, for example, "repeated themes or key words, parallel or connected comments, metaphoric uses of language, turning points and highly salient events, and contrasts, inconsistencies and/or unanswered questions" (pp. 416-417). As a result, the researcher looked for key words, was careful about the conjunction words from the transcripts, which implied a turning point, and pauses interviewees had.

Chapter IV: Research Results

In this chapter, the researcher is going to report on the results of the analysis. In detail, she is going to say something about how she analyzed the data. First, she described the general results—the frequencies of students’ responses on the questionnaire. Then, she talked about the inferential statistics—the correlational data that she ran to students’ responses, which was Spearman Correlation. Later on, a transcription had been done for the interviews.

Frequencies

Overall, from the questionnaire, participants showed a positive attitude towards reading in general. In other words, participants kind of did like reading in general. As the researcher chose a 6-point *Likert* scale for the questionnaire, for a better understanding and analyzing, she put anything 3 or below is disagree, and anything 4 or above is agree. In this way, it could be seen clearly that, for 96 participants, how many of them agreed or disagreed to a certain question. In addition, for the first research question, the researcher asked “Why do **some** students dislike reading in their second language?”. She mentioned ‘dislike’ on it, so it was better for her to report ‘how many students dislike it’. Thus, for Question 1 (see Table 1), there were eight students who thought reading was not important in learning a language, no matter in their first language or in English.

Table 1: Number of Participants for Q1

| Q1 | Reading is important in learning a language, no matter in my first language or in a second language. | |
|------------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 88 | 8 |

Furthermore, for Question 2 (see Table 2), 15 students said reading was not to understand vocabularies, while 81 students held the opposite idea.

Table 2: Number of Participants for Q2

| Q2 | I think reading is to understand vocabularies. | |
|------------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 81 | 15 |

Moreover, for Question 3 (see Table 3), 8 students did not think reading was to understand a written text, while 88 out of 96 participants thought reading was to understand a written text.

Table 3: Number of Participants for Q3

| Q3 | I think reading is to understand a written text. | |
|------------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 88 | 8 |

In addition, for Question 4 (see Table 4), there were 24 students (out of 96 participants) said that they did not like reading.

Table 4: Number of Participants for Q4

| Q4 | I like reading. | |
|------------------------|-----------------|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 72 | 24 |

For Question 5 and Question 16 (see Table 5), 17 students did not think reading was enjoyable in their first language, and 19 students did not think reading was enjoyable in English. They tended to prefer to read in their first language, which might not be surprising.

Table 5: Number of Participants for Q5 & Q16

| Q5 & Q16 | Q5: Reading is enjoyable in my first language. | | Q16: Reading is enjoyable in English. | |
|------------------------|--|--------------------|---------------------------------------|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 79 | 17 | 77 | 19 |

For Question 6 and Question 17 (see Table 6), 13 students did not use their background knowledge when they read in their first language, and 11 students did not use that when they read in English. As a result, students preferred to apply their previous knowledge to read in English than in their first language.

Table 6: Number of Participants for Q6 & Q17

| Q6 & Q17 | Q6: I try to use my background knowledge when reading in my first language. | | Q17: I try to use my background knowledge when reading in English. | |
|------------------------|---|--------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 83 | 13 | 85 | 11 |

For Question 7 and Question 18 (see Table 7), there are 19 students did not have purpose in reading in their first language, and 10 students did not have purpose in reading in English. Thus, when they read in English, they had more purpose in reading than in their first language. This one was a little bit surprising, because students should have more purpose reading in their mother tongue. However, all the participants were all here to evoke learning English itself, and then to do academic studies in English. Thus, English was the academic language for them, but their first language was not (at the time of this study in this university). In addition, most people read things without thinking sometimes in their first language.

Table 7: Number of Participants for Q7 & Q18

| Q7 & Q18 | Q7: When I read in my first language, I have my purpose in reading (e.g., find the main idea of a text, make predictions). | | Q18: When I read in English, I have my purpose in reading (e.g., find the main idea of a text, make predictions). | |
|------------------------|--|--------------------|---|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 77 | 19 | 86 | 10 |

For Question 8 and Question 19 (see Table 8), 23 students did not solve comprehension problems when they read in their first language, and 18 students did not solve those when they read in English. In a word, students preferred to solve comprehension problems when they read in English, which was not surprising if they took English as an academic language.

Table 8: Number of Participants for Q8 & Q19

| Q8 & Q19 | Q8: I always try to solve comprehension problems in my first language. | | Q19: I always try to solve comprehension problems in English. | |
|------------------------|--|--------------------|---|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 73 | 23 | 78 | 18 |

For Question 9 and Question 20 (see Table 9), 53 students did not spend a lot of time reading in their first language, and 32 students did not spend a lot of time reading in English. According to Q5, there were 79 students who liked reading in their first language, while there were 43 students who spent a lot of time reading in their L1, which was interesting because they said it was enjoyable, but not all of them spent time reading in their L1. The same to Q16, there are 77 students liked reading in English, but only 64 students spent a lot of time reading in it.

Table 9: Number of Participants for Q9 & Q20

| Q9 & Q20 | Q9: I spend a lot of time reading in my first language. | | Q20: I spend a lot of time reading in English. | |
|------------------------|---|--------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 43 | 53 | 64 | 32 |

For Question 10 and Question 21 (see Table 10), 32 students were not motivated in reading in their L1, and 26 students were not motivated in reading in English. Back to Q5 and Q9, it was interesting because there were 79 students liked reading in L1, but not all of them spent time reading in L1 and not all of them were motivated in reading in L1. The same to Q16 and Q20, 77 students liked reading in English, but not all of them spent time reading in English, and not all of them were motivated in reading in English.

In other words, they preferred reading in English when it came to motivation, primarily because when they read in their L1, it was more for fun, e.g., reading news from home, reading letters or emails from home, they did not use their first language for class. It was further explained on the interview, for example, some interviewees said that they were motivated in reading in English for their GPAs, for study. But they read in their first language for reasons they might not interpret as motivated. Furthermore, they read in their L1 because they wanted to find out what their family was doing. However, they would never say they were motivated to read in their L1. They might put the word ‘motivation’ as ‘they need to be motivated’. Thus, for them, reading for family was something they would do anyway. They

did not need motivation. In other words, to some extent, they were motivated for both, but they only applied the term ‘motivation’ to the academic one—reading in English.

Table 10: Number of Participants for Q10 & Q21

| Q10 & Q21 | Q10: I am highly motivated in reading in my first language. | | Q21: I am highly motivated in reading in English. | |
|------------------------|---|--------------------|---|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 64 | 32 | 70 | 26 |

For Question 11 and Question 22 (see Table 11), 17 students did not have reading skill when they read in their L1, and 29 students did not have reading skill when they read in English. Thus, students put more reading skill in their first language, which was not surprising.

Table 11: Number of Participants for Q11 & Q22

| Q11 & Q22 | Q11: I think I have my own reading skill when I read in my first language. | | Q22: I think I have my own reading skill when I read in English. | |
|------------------------|--|--------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 79 | 17 | 67 | 29 |

For Question 12 and Question 23 (see Table 12), 46 students still read in their L1 even when it was not necessary, while 55 students tended to read in English if it was not a must. These two questions were interesting, because students should have more inclination to read in their first language, however more people chose to read in English when it was not

necessary. Nonetheless, it made sense if they treated reading English for academic purpose, for example, reading for classes.

Table 12: Number of Participants for Q12 & Q23

| Q12 & Q23 | Q12: If it is not necessary, I prefer to avoid reading as much as possible in my first language. | | Q23: If it is not necessary, I prefer to avoid reading as much as possible in English. | |
|------------------------|--|--------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 50 | 46 | 41 | 55 |

For Question 13 and Question 24 (see Table 13), 30 students did not like to read in L1 when they were reading for entertainment, while 33 students did not like to read in English for pleasure. In other words, when it came to reading for entertainment, they preferred to read in their first language.

Table 13: Number of Participants for Q13 & Q24

| Q13 & Q24 | Q13: I like to read in my first language when I am reading for entertainment. | | Q24: I like to read in English when I am reading for entertainment. | |
|------------------------|---|--------------------|---|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 66 | 30 | 63 | 33 |

For Question 14 and Question 25 (see Table 14), 58 students did not get bored when they read in their first language, while 34 students did not get bored when they read in English.

Table 14: Number of Participants for Q14 & Q25

| Q14 & Q25 | Q14: I get bored sometimes when I read in my first language. | | Q25: I get bored sometimes when I read in English. | |
|------------------------|--|--------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 38 | 58 | 62 | 34 |

For Question 15 and Question 26 (see Table 15), 48 students did not get tired when they are given a long text in their first language, while 29 students did not get tired in English. In other words, when students were given a long text, they got tired reading in English.

Table 15: Number of Participants for Q15 & Q26

| Q15 & Q26 | Q15: I get tired when I am given a long text in my first language. | | Q26: I get tired when I am given a long text in English. | |
|------------------------|--|--------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 48 | 48 | 67 | 29 |

In addition, as for Question 27 (see Table 16), there were 21 students thought they were not anxious if they did not know all the English words.

Table 16: Number of Participants for Q27

| Q27 | I am anxious if I don't know all the English words. | |
|------------------------|---|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 75 | 21 |

Moreover, as for Question 28 (see Table 17), there were 32 students who did not translate English into their first language very often while reading.

Table 17: Number of Participants for Q28

| | | |
|------------------------|---|--------------------|
| Q28 | I often translate English into my first language when I am reading. | |
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 64 | 32 |

For Question 29 (see Table 18), 28 participants did not translate English into their first language when a sentence was difficult to understand.

Table 18: Number of Participants for Q29

| | | |
|------------------------|---|--------------------|
| Q29 | I always translate English into my first language when a sentence is difficult to understand. | |
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 68 | 28 |

Last, for Question 30 (see Table 19), 47 students tried not to translate English into their first language when they read in English.

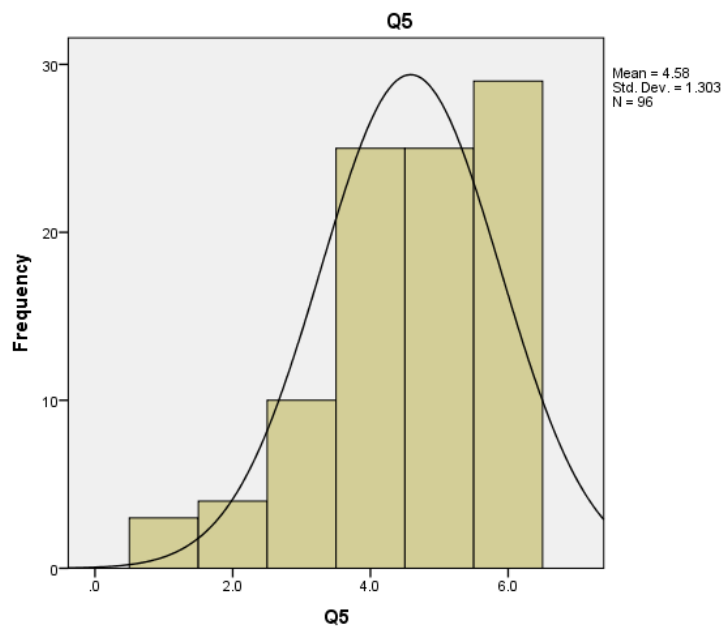
Table 19: Number of Participants for Q30

| Q30 | When I read in English, I try not to translate English into my first language. | |
|------------------------|--|--------------------|
| N=96 | Agree (4, 5, 6) | Disagree (1, 2, 3) |
| Number of participants | 49 | 47 |

Spearman Correlation

As an attempt to see whether there were any answers might be correlated with the general like towards reading, e.g., attitudes, strategies use and beliefs, purposes, and motivations, a Nonparametric Correlation had been run. As stated by Mackey and Gass (2005), in parametric tests, “the data are normally distributed, and means and standard deviations are appropriate measures of central tendency” (p. 271). The reason that a Nonparametric Correlation had been run was that all the frequencies for the 11 Pairs were not scored on an interval scale. In other words, they were not normally distributed. For example, take a look at the frequency of Question 5 (see Table 20), so the researcher chose to use Spearman Correlation. According to Mackey and Gass (2005) again, “the accepted p -value for research in second language studies (and in other social sciences) is .05” (p. 265). Thus, the p -value was 0.05 for this study as well.

Table 20: Frequency for Question 5



Again, the sample size was 96 students ($N=96$). The alpha level that was used to test the significance of the relationship was $p < 0.05$, which means 95% Confidence Interval for Mean.

For Pair 1 (Question 5 with Question 16) (see Table 21), even though the correlation was $r = 0.127$, the significance was $p = 0.216$. Thus, the correlation between Question 5 and Question 16 was not statistically significant. In other words, there was not a correlation between reading was enjoyable in their first language and reading was enjoyable in English.

Table 21: Correlation between Question 5 and Question 16

| Correlations | | | |
|----------------|----|-------------------------|------|
| | | | Q16 |
| Spearman's rho | Q5 | Correlation Coefficient | .127 |
| | | Sig. (2-tailed) | .216 |
| | | N | 96 |

A Spearman correlation showed that there was a correlation between Question 6 and Question 17 ($r = 0.322$, $p = 0.001$, $N = 96$) (see Table 22). That is to say, there was a statistically significant relationship between they tried to use their background knowledge when the read in their first language and in English. It was called positive inter-lingual transfer. The effect size of this correlation is 10% ($r^2 = 0.322^2 = 0.10 = 10\%$), which means that there is about 90% probability that a teacher could not observe the correlation between students tried to use their background knowledge when they read in their first language and in English.

Table 22: Correlation between Question 6 and Question 17

| Correlations | | | Q17 |
|----------------|----|-------------------------|--------|
| | | Correlation Coefficient | .322** |
| Spearman's rho | Q6 | Sig. (2-tailed) | .001 |
| | | N | 96 |

** . Correlation is significant at the 0.01 level (2-tailed).

A Spearman correlation test showed that there was a correlation between Question 7 and Question 18 ($r = 0.327$, $p = 0.001$, $N = 96$) (see Table 23). In other words, there was a statistically significant relationship between students had their purpose towards reading in their first language and in English. It was called inter-language transfer. The effect size of this correlation is 11% ($r^2 = 0.327^2 = 0.11 = 11\%$), which means that there is about 89% probability that a teacher could not observe the correlation between students had their purpose towards reading in their first language and in English.

Table 23: Correlation between Question 7 and Question 18

| Correlations | | | Q18 |
|----------------|----|-------------------------|--------|
| | | Correlation Coefficient | .327** |
| Spearman's rho | Q7 | Sig. (2-tailed) | .001 |
| | | N | 96 |

** . Correlation is significant at the 0.01 level (2-tailed).

A Spearman correlation test showed that there was not a correlation between Question 8 and Question 19 ($r = 0.184$, $p = 0.072$, $N = 96$) (see Table 24). In other words, there was not a statistically significant relationship between students always tried to solve comprehension problems in their first language and in English.

Table 24: Correlation between Question 8 and Question 19

| Correlations | | | Q19 |
|----------------|----|-------------------------|------|
| | | Correlation Coefficient | .184 |
| Spearman's rho | Q8 | Sig. (2-tailed) | .072 |
| | | N | 96 |

A Spearman correlation test showed that there was not a correlation between Question 9 and Question 20 ($r = 0.078$, $p = 0.448$, $N = 96$) (see Table 25). In other words, there was not a statistically significant relationship between students spent a lot of time reading in their first language and in English.

Table 25: Correlation between Question 9 and Question 20

| Correlations | | | Q20 |
|----------------|----|-------------------------|-------|
| | | Correlation Coefficient | -.078 |
| Spearman's rho | Q9 | Sig. (2-tailed) | .448 |
| | | N | 96 |

A Spearman correlation test showed that there was not a correlation between Question 10 and Question 21 ($r = 0.090$, $p = 0.381$, $N = 96$) (see Table 26). In other words, there was not a statistically significant relationship between students who were highly motivated in reading in their first language and in English.

Table 26: Correlation between Question 10 and Question 21

| Correlations | | | Q21 |
|----------------|-----|-------------------------|------|
| | | Correlation Coefficient | .090 |
| Spearman's rho | Q10 | Sig. (2-tailed) | .381 |
| | | N | 96 |

A Spearman correlation test showed that there was a correlation between Question 11 and Question 22 ($r = 0.254$, $p = 0.012$, $N = 96$) (see Table 27). In other words, there was a statistically significant relationship between students thinking they had their own reading skill when they read in their first language and in English. It is called inter-language transfer. The effect size of this correlation is 6% ($r^2 = 0.254^2 = 0.06 = 6\%$), which means that there is about 94% probability that a teacher could not observe the correlation between students thought they had their own reading skill when they read in their first language and in English.

Table 27: Correlation between Question 11 and Question 22

| Correlations | | | Q22 |
|----------------|-----|-------------------------|-------|
| | | Correlation Coefficient | .254* |
| Spearman's rho | Q11 | Sig. (2-tailed) | .012 |
| | | N | 96 |

*, Correlation is significant at the 0.05 level (2-tailed).

A Spearman correlation test showed that there was a correlation between Question 12 and Question 23 ($r = 0.268$, $p = 0.008$, $N = 96$) (see Table 28). In other words, there was a statistically significant relationship between if it was not necessary, students preferred to avoid reading as much as possible in their first language and in English. It is called inter-language transfer. The effect size of this correlation is 7% ($r^2 = 0.268^2 = 0.07 = 7\%$), which means that there is about 93% probability that a teacher could not observe the correlation between students preferred to avoid reading as much as possible in their first language and in English even if it was not a must for them.

Table 28: Correlation between Question 12 and Question 23

| Correlations | | | Q23 |
|----------------|-----|-------------------------|--------|
| | | Correlation Coefficient | .268** |
| Spearman's rho | Q12 | Sig. (2-tailed) | .008 |
| | | N | 96 |

**, Correlation is significant at the 0.01 level (2-tailed).

A Spearman correlation test showed that there was not a correlation between Question 13 and Question 24 ($r = -0.145$, $p = 0.158$, $N = 96$) (see Table 29). In other words, there was not a statistically significant relationship between students liked to read in their first

language when they read for entertainment and students liked to read in English when they read for entertainment.

Table 29: Correlation between Question 13 and Question 24

| Correlations | | | Q24 |
|----------------|-----|-------------------------|-------|
| | | Correlation Coefficient | -.145 |
| Spearman's rho | Q13 | Sig. (2-tailed) | .158 |
| | | N | 96 |

A Spearman correlation test showed that there was a correlation between Question 14 and Question 25 ($r = 0.450$, $p = 0.000$, $N = 96$) (see Table 30). In other words, there was a statistically significant relationship between students got bored sometimes when they read in their first language and in English. It is called inter-language transfer. The effect size of this correlation is 20% ($r^2 = 0.450^2 = 0.20 = 20\%$), which means that there is about 80% probability that a teacher could not observe the correlation between students got bored sometimes when they read in their first language and in English.

Table 30: Correlation between Question 14 and Question 25

| Correlations | | | Q25 |
|----------------|-----|-------------------------|--------|
| | | Correlation Coefficient | .450** |
| Spearman's rho | Q14 | Sig. (2-tailed) | .000 |
| | | N | 96 |

**. Correlation is significant at the 0.01 level (2-tailed).

A Spearman correlation test showed that there was a correlation between Question 15 and Question 26 ($r = 0.377$, $p = 0.000$, $N = 96$) (see Table 31). In other words, there was a statistically significant relationship between students got tired when they were given a long

text in their first language and in English. It is called inter-language transfer. The effect size of this correlation is 14% ($r^2 = 0.377^2 = 0.14 = 14\%$), which means that there is about 86% probability that a teacher could not observe the correlation between students got tired when they were given a long text in their first language and in English.

Table 31: Correlation between Question 15 and Question 26

| Correlations | | | |
|----------------|-----|-------------------------|--------|
| | | | Q26 |
| | | Correlation Coefficient | .377** |
| Spearman's rho | Q15 | Sig. (2-tailed) | .000 |
| | | N | 96 |

**, Correlation is significant at the 0.01 level (2-tailed).

In summary, here is the answer to Research Question 1 from the quantitative analysis. Out of 96 participants who did the questionnaire, based upon their answers (see Table 5), it appeared that 77 students liked reading in their second language—English, while 19 students disliked. In a word, they tended to prefer to read in their first language, which may not be surprising. However, there were still some students who said that they did not like reading in English.

Responding to Research Question 2 on factors that affect students' feelings about reading, the researcher had grouped them into attitudes, strategies use and beliefs, purposes, and motivations towards reading.

To be more specific, 88 students (see Table 1) reported reading was important in both languages, which were their attitude towards reading. Additionally, for most people if they liked reading, they would say they did do reading. But on the other hand, when the researcher asked the question (see Table 12), they preferred to avoid it. The agreed number was more

split, so it was not quite so clear. According to Spearman correlation, there was a statistically significant relationship between if it was not necessary, students preferred to avoid reading as much as possible in their first language and in English (see Table 28). But the r-squared values for these two relationships were relatively low, which may not be observed by a teacher in his or her class. Besides, they agreed that they got bored reading in English (see Table 14), and they often got tired when given a long text in English (see Table 15). Also, most students were anxious if they did not know all the English words (see Table 16).

Then, considering to their strategies use and beliefs, 81 of the participants agreed that reading was to understand vocabularies (see Table 2), while 88 students admitted that reading was to understand a written text (see Table 3). Most students tried to solve comprehension problems (see Table 8), while most students had their reading skills when reading (see Table 11). According to Spearman correlation, there was a statistically significant relationship between students had their own reading skill when they read in their first language and in English (see Table 27). But the r-squared value for this relationship was relatively low, which may not be observed by a teacher in his or her class. Further, 64 participants often translated English when they were reading (see Table 17), while 68 participants translated when a sentence was difficult to understand (see Table 18). At the same time, there were 49 students tried not to translate English into their L1, while 47 students tried to (see Table 19). The agreed number was more split, so it was not quite clear.

Thirdly, most students tried to use their background knowledge when reading in both languages (see Table 6). According to Spearman correlation, there was a statistically significant relationship between they tried to use their background knowledge when they read

in their first language and in English (see Table 22). But the r-squared value for this relationship was relatively low, which may not be observed by a teacher in his or her class.

Plus, it could be seen that most students did seem to have a purpose in reading (see Table 7), and most students liked to read for entertainment (see Table 13). According to Spearman correlation, there was a statistically significant relationship between students have their purpose towards reading in their first language and in English (see Table 23). But the r-squared value for this relationship was relatively low, which may not be observed by a teacher in his or her class.

Moreover, 43 participants reported spending a lot of time reading in their L1, while 64 of the participants spent a lot of time reading in English (see Table 9). It could be that even though many students reported enjoying reading in L1, they did not seem to spend a lot of time reading it. They might be here working in their English all the time, or they did not treat reading messages or emails from home were reading. Thus, the way that they defined reading was varied.

Furthermore, when it comes to motivation, 64 were motivated in reading in L1, while 70 were motivated in English (see Table 10). Again, even though many students reported liking reading in L1, they were not motivated. Another reason was that participants were here studying by using English as the only instructional language.

Transcription of Interviews

To complement the quantitative analysis, the researcher also conducted face-to-face interviews as an attempt to gain a more comprehensive picture of factors that affect students' feelings about reading. The interviews were audio recorded by a cell phone and transcribed by

the researcher. To ensure the reliability of the transcripts, the researcher asked her interviewees to go through the transcripts, and check whether there was any misunderstanding. Furthermore, in order to protect the privacy of the five participants, they were identified by letters randomly chosen by the researcher. Thus, throughout this research paper, the interviewees were referred as Student P, Student Q, Student R, Student S, and Student T. Through analyzing the interviews with the five participants, the researcher strived to identify patterns and common key words from students' responses.

The information given by students gave a vivid frame of factors that affect their feelings towards reading. Here are the ten interview questions and their responses.

Interview Question 1: Describe the importance of reading to you. Why? During the interviews, five participants all strongly stated that reading is important to them, however, for various reasons and different aspects.

Student P said reading is important considering in English. He said, "If you read, you are gonna find and learn the new words".

While Student Q divided the importance of reading into two parts, both in her first language and in English. For her mother tongue, she stated:

I am curious and I am interested in some interesting point of views, or the opportunities to figure out what the author wants to say, because often if he is a good author, I need to force myself to make my mind working. This process is more like a detective story for me, because I need to figure out, and analyze, which is interesting for me.

Also, when it comes to reading in English, she said:

The main reason is pattern of some expressions, the using of words, collocations with others, because just vocabularies do not give me an opportunity to figure out how it is used in a sentence naturally.

But she further mentioned that the importance of reading in English was the same with her native language—figuring out ideas.

As for Student R, she said reading was important for the understanding reason considering in English, because for many things, if she did not read, she could still understand. Furthermore, she gave an example saying:

I have to write a paper every weekend for a course. I have to watch a video, or listen an audio. So when I listen to the audio, it is so difficult for me. Many times, I do not understand words or I cannot get what he is talking about. But if those statements are written, I can know what exactly he is saying in the audio, so I read that, and it becomes very easy for me.

When it comes to Student S, he said reading was important both in English and in his first language, because he could learn and know many knowledge or information by reading.

Meanwhile, Student T said reading was important by referring she was an international student, and reading was directly connected with her GPA. At the same time, she explained that reading could improve her language uses a lot besides listening and speaking.

Interview Question 2: A story about the first time you liked reading in your first language. All the five interviewees talked about their experience about the first time liking reading in their first language. However, due to the differences among their age, background knowledge, culture, and English proficiency, the answers that the researcher got were diverse.

Student P said when he was pretty young, his uncle gave him a book as a gift. There was a novel in that book, which was about a short love story. Later on, he brought a lot of novels to read. He thought that was the first time that he liked reading in his mother tongue.

As for Student Q, she mentioned that when she was very young, she went to a library twice per day. She further said:

When I was a kid, I did not have a lot of homework to do, so I read more than I have to. For example, if I am given a book in the morning, maybe several hours later, I went to the library again to get another book. You know thirsty, I have the wish to read a book.

While Student R said the first time that she liked reading in her native language was when she was 5 or 6. It was about a famous story and a must book for kids in her country, which contained cartoons.

In addition, Student S expressed:

When I was a child, my parents gave me a lot of picture books and novels, because they like reading so much. So it was one of my customs to read books. After I entered the elementary school, I noticed I like reading. But I do not like to read newspapers and some political texts. But I like novels.

Moreover, the first time for Student T liked reading in her first language was a science cartoon, which was about geographic and human body. She also mentioned that cartoon motivated her passion of science study as well.

Interview Question 3: How often do you usually spend on reading in your first language each day? How about in English? Honestly, two out of five participants clearly said they spent time reading in English during the interviews but not in their first language, from which the researcher wanted to make it clear that students might not regard reading for their families as a means of reading. They read in both languages, but they only considered reading for academic purpose here, which is English.

For example, Student P said he had a lot of books in his first language here, but because he was learning English here, he stopped reading in his mother tongue, and just reading in English.

Student Q mentioned that as her English proficiency was improved, she had more interest in reading in English. Thus, she put more energy and time on that, for example, aside from homework, she started to read English novels recently.

Moreover, Student R held the view that she did not like to read except for reading newspapers in English. She further explained:

That is like a tradition for my family, because my Dad has the habit to read newspapers in English every day, like in the morning and at night. When he gets time, he just does it. So I also like to read in English.

While Student S stated that he did not read articles in his first language when he was in the U.S. He read English for his assignments. At the same time, he made several friends from different countries, so he read some articles in English about their cultures on the Internet.

In addition, Student T said she read in both languages every day. But for her mother language, she would like to read for enjoyable purpose. However, in English, she spent most of her time reading for assignments.

Interview Question 4: A story about the first time you disliked reading in English. During the interviews, the five students all had their experience about the first time disliking reading in English.

Firstly, Student P mentioned that he would like to read more in English. However, he said that he felt boring when he saw some vocabularies that he did not know. He thought the first time he disliked reading in English was his first semester in the U.S., when his English proficiency was not high. He mentioned, “The vocabularies are killing me at that time. I felt

so bad about myself. I hate reading in English”. Thus, he just read what he had to, e.g. for class.

Secondly, Student Q expressed:

The first time that I did not like reading in English because it took me a lot of time to check many, many words in a dictionary. Because I started learning English about 30 years ago, we did not have any Internet at that time. The level of teaching was very low. So I do not remember anything. So I started studying English again this time. I remembered that the first time I read in English, I translated every word, every single word. It was stupid work, because I did not understand why before some noun there is an article, and before this noun, there are some adjectives. I did not understand these. And this came to me later. So I had to translate every word, but they did not help me to understand, because I cannot relate this, put it together. So it was very hard.

Thirdly, Student R thought when she was 12 that she disliked reading in English. She further explained that at that time English was so hard for her, and she could not understand even a word. She said, “No, I do not like English. I do not want to read in English, because it is so hard. It was really frustrating”.

Additionally, Student S expressed that when he was in high school for getting into college, he disliked reading in English. He stated:

It was just reading and just vocabulary and grammar, so we have to read long sentences. The questions are multiple choices. I wanted to speak and use English, but if I got used to answer the questions, I can easily answer the questions because I know how to read things. But it does not matter if I can understand the sentences or not. But I have to do that because of the scores. Yeah, maybe it was the first time that I disliked reading in English.

When it comes to Student T, she said the first time she disliked reading in English was the first week of school in the U.S. She gave an example by saying, “I had a class, and the first assignment for that class was a huge amount, so that was the first time I really hate to read in English”.

Interview Question 5: When you are reading in English for school, do you like it?

Why or why not? For this interview question, all the students kind of liked reading English for school.

Student P stated that he liked reading English for school this semester, for the reason that he recently read a book in class, which he had read in his first language before, and he felt interested in that. However, for last semester, he used to dislike it because the book that he used was boring to him.

However, Student Q mentioned her likeness for reading in school. Furthermore, she threw her doubt upon the degree of difficulty between TOEFL and the texts that she learned in class. She expressed, “I do not understand why TOEFL have very difficult texts, incomprehensible vocabularies. But for school, we have very simple texts and vocabularies. I do not know why”.

Moreover, Student R expressed that she could read something in English for her education to pass the exams.

In addition, the same as Student R, Student S stated all he read in English was for his major. He further expressed, “I want to enjoy everything, so I do not think I hate reading in English for school, it is a must for me. So I try to like reading in English”.

While Student T stated she used to hate reading in English, but she was trying to like it. She said, “I think I am getting better, because I am reading in English every day for studying. Now I like it”.

Interview Question 6: When you do other types of reading in English for pleasure, is it enjoyable? During the interviews, their responses to this question varied.

Student P said he liked reading English for entertainment, for example, he always watched some YouTube clips. He mentioned YouTube clips, but he did not talk about using subtitles, probably that was what he did, or he was defining reading is including YouTube. While Student Q stated she liked reading English for entertainment only when she could understand it. Moreover, Student R expressed she did not feel anything in English was enjoyable. She further explained:

For example, watch movies. Yeah, I am not a movie person. Even in my first language, I watched a movie for half an hour and take a break. But in English, I cannot even watch a movie for 10 minutes without meanings, because I just do not feel like enjoyable. It is kind of education for me. I am listening to a word, and I have to find the meaning, then I can understand. I tried to, I want to enjoy, but, I just cannot.

However, Student S said he liked to send each other messages with his American friends or with some international students. But if he read novels, he wanted to read it in his first language, which was more enjoyable and comfortable for him. In addition, Student T just mentioned she liked when she read English for entertainment.

Interview Question 7: Do you have any strategies that you can use when you are reading? The question asked by the researcher and the responses that she got from the interviewees were pretty interesting. In detail, the researcher did not ask the strategies that they used in English, but it seemed that all of them put the focus of this question on reading in English. Thus, along with the responses that the researcher got from the five participants, three of them had strategies to use while reading, apparently, in English.

Student P indicated he just read something he could understand and what he wanted to learn, other than that he just skipped. Besides, Student Q pointed out she did not use any strategies when she read. However, she just expressed she tried to read every word, and often reread the same sentences for many times, which she did not think as a strategy.

However, Student R expressed she had one strategy to use, which was she did not like to translate from English to her first language. She further mentioned:

Yeah if I do that, it becomes easy, but at the same time, I just know the word in my first language and forget the English word. That is why I try to read again and again, and when I understand the situation and grab the idea, I will go for a dictionary and find the meaning and the synonyms. So when I read in English, I just look for words. I think when I can understand the words, I can understand the sentences. Later on I can know which sentences are important for me to understand the text.

As for Student S, he clearly said that when he read in English, he read for assignments, his class, or exams. Thus, he tried to pick up only what he wanted to know. He indicated:

I do not read the whole sentences. For example, I am taking a class, which needs us to post comments on the school website after each class. At the first time of this class, I tried to read the whole sentences and tried to understand the whole thing. But I could not. And I met with my advisor, he told me if you try to read the whole sentences, you will die. Just read topic sentences, introduction and conclusion. If there is a topic that you want to know more, you read the more specific paragraphs. I think this maybe is one kind of strategies that I use.

Meanwhile, Student T stated there was a condition that she read, which was, “Before I read the whole body, if the title is attractive enough for me, then I start to read it. I always see the abstract first and then start reading”.

Interview Question 8: Are you highly motivated in reading in your first language and English? Overall, four participants were highly motivated reading both in their first language and in English.

Student P stated that he was highly motivated reading in his first language, because he used to be majoring in this when he was in his home country. However, he was highly motivated in reading in English as well, for the reason that he read in English not just for getting a degree, but for his future.

Similarly to Student P, Student Q mentioned she had a goal in studying English—for her curiosity. Thus she was highly motivated, but her focus was just on English now. She further explained, “I want to know because it is interesting for me, I mean the process of reading in English. My preference now is reading in English. I read English more than my first language for now”.

Unlikely, Student R admitted she did not like reading neither in her first language nor in English, thus she was not highly motivated in both languages. Furthermore, she said, “I do not know why, but I do not. If I have to read something either in my first language or in English, then I can read it”.

In contrast, Student S mentioned he was highly motivated reading in his first language because it was his mother tongue. Later on, he pointed out he wanted to be a good English speaker, thus, he was highly motivated in reading in English. He said:

I do not read English novels or some other newspapers in English. I read English just for my major. I want to be an English teacher in my country. So I think it is my duty to have the motivation to read in English. Compared with when I was in my country, now I am more motivated.

Moreover, Student T stated that she was motivated reading in both languages, especially in English, because she thought English was directly connected with her GPA. In addition, some of her American friends posted some American jokes that she found it was

hard for her to understand because of cultural differences. For this reason, she had to read a lot and tried to get what the funny point was.

Interview Question 9: When you read something in English, do you usually translate it into your first language? For this question, all the five participants did do translation when they were reading in English but for different circumstances.

Student P stated he used to translate English into his first language, but not usually nowadays. He further admitted he usually translated when he came across some difficult sentences or vocabularies.

Furthermore, Student Q indicated she always translated English into her first language even though she knew for sure she should not.

Meanwhile, Students R admitted she wanted to do it from her heart, but her brain told her not to, because once she did that, she would forget the English word. She further stated:

Sometimes I do it, and sometimes I do not. But for most of the time, I do not do it. I just try to read the word again and again. I find it in a similar English, like synonyms. If there is easy synonym and I know the word, I am just like oh ok, this means 'cheer'. Oh, ok, it is also 'cheer', but a different word. Still, for Student S, he said even though he tried not to do that, he always did that.

Then he pointed out:

Sometimes, when I talk with my friends, just short sentences, I can understand English in English. But when I read long sentences or confused or difficult sentences, I translate those into my first language. But recently, I realized my first language and English are completely different. So I have to understand English in English. If I can do that, I can understand more easily. But somehow, I always translate English into my first language. But it is confused sometimes.

In addition, Student T said firmly that she did not always translate from English to her mother language. However, if she found a sentence was too long, or there were too many words that she did not know, then she would do the translation. She further explained,

“English is English, which is totally from my first language. It will spoil my reading skills and my understanding”.

Interview Question 10: Is there anything else you want to tell me about your attitude about reading? Actually, all the participants said something related to their attitudes towards reading.

Student P expressed he would like to change the textbooks that he had been used. He wanted to change them to something simple, e.g., some simple stories with easy vocabularies, then he would be more positive about reading.

Additionally, Student Q indicated the biggest reason for reading was to figure out something. In other words, she tended to dig the deep things from the reading. In other words, reading as problems solving.

At the same time, Student R stated that her like to reading was 40%, while she disliked it for 60%. She told the researcher a story about the changing of her attitude towards reading. She said:

I love to read newspapers. When I was a kid, I had a bad habit of reading, I used to read everything. Wherever I go, I just read, even a paper on the road. If there is a written thing, I just grabbed it and read it. My mom was really angry with me, because one day when we were in a road, I grabbed a paper and it was very dirty. She asked me why you started reading, why you are like this, it is not right, we are in a road. Maybe that is why my habit changed. I think so. I am not sure, because I used to read everything, even a single word on my T-shirt. So after that, I only read newspapers.

Next, Student S expressed the same thing as Student Q. He said the reason he liked reading in his first language was because he could get the nuance, tiny differences of meaning, which was interesting and enjoyable for him. However, it was so hard for him to feel this way

in English. He stated if he could understand the nuance in English, he might feel more pleasant reading in English.

Besides, Student T said that reading in her first language was comfortable that was why she liked it. However, when she had to read a lot in English, for instance, the researcher's interview questions, she had to really concentrate on them, which she hated. She mentioned she could do multi when she read in her mother language, but not in English.

To sum up, for complement to Research Question 1, the qualitative analysis revealed that all the five interviewees had their experience about the first time disliking reading in English. Furthermore, they had stated the reason that affected their dislike towards reading in English. Student P, Student Q and Student R reported that vocabulary had been their biggest concern in liking reading in English. To be more specific, Student P said when he was in his first semester in the U.S. he just read what he had to because of lack of vocabulary. Moreover, Student Q expressed that she checked and translated every English word that she encountered when she read in English, even though she stated it was "stupid". Student R pointed out that English was so hard for her that she could not understand a single English word when she was 12. While Student S reported the reading that he did when he was in high school was closely related to entering colleges and passing exams, which had nothing to do with the real-life English. That was why he hated it so much. However Student T indicated her first time disliking English was that the first assignment that she had during her first semester in the U.S. She was freaked out by that large amount of reading. Since all the five interviewees were students studying in the U.S. by the time of interviewing, their responses were more related to studying.

Responding to Research Question 2, the qualitative analysis showed, students' attitudes, strategies use and beliefs, purposes, motivations were the factors that had really have impacted their feelings to reading.

In detail, for the attitudes, two out of five interviewees reported that reading was important in both languages. Student Q thought reading in L1 and in English could help her develop her mind, while in English, she could know the expressions that native speakers used. Also, Student S indicated he could learn knowledge by reading in both languages. While Student P, Student R, and Student T indicated reading was crucial in English, for acquiring vocabulary, for a better understanding of written texts, and for GPA. Besides, all the five participants stated their like towards reading in English either for passing exams or for their major. However, the like was not from the bottom of their hearts, they liked it because they had to. Also, Student Q and Student S mentioned that they wanted to get a nuance, or the deepest feeling from readings, while Student P would like to read something easy and interesting. At the same time, Student R mentioned her mom changed her attitude, from like to dislike, towards reading when she was a kid. In the meantime, Student T said she was in tension when she read in English, but she was much better with her first language.

Plus, all the five participants had their experience about the first time liked reading in their L1 when they were a kid. For example, by receiving a book as a gift, by having the desire to read, by having interests in the cartoons of a book, and by taking reading as one of the habits from parents. In the meantime, five students all had their experience about the first time disliking reading in English. Student P, Student Q, and Student R said vocabulary hindered their like towards reading. For the rest two, Student S was because of the burden of

entering colleges, he had to spend more time on reading rather than listening and speaking. However, Student T was freaked out by a large amount of reading during the first week of school in the U.S.

Besides, for strategies use and beliefs, Student P, Student R, Student S, and Student T had their way of reading in English. To be more specific, Student P read things that he was interested in, Student R tried not to translate English into her L1, Student S picked up what he wanted to know from a text, and Student T found whether the topic was attractive or not. While Student Q just read and reread each word and every sentence, which she did not treat it as a strategy. Further, Student P, Student R, Student S, and Student T did translate from English to their first language, however, only when it was hard for them to understand a sentence or a text. Only Student Q did the translation all the time no matter what.

Moreover, for another factor—purposes towards reading, Student P, Student Q, and Student T said they liked reading English for pleasure, while Student Q further mentioned she liked it when she could understand it. Also, Student S expressed he liked sending messages with his friends in English, but not for reading novels. However, Student R indicated she did not feel reading in English was enjoyable at all.

Furthermore, for time that students spent on reading, Student P and Student S clearly stated that they did not spend time reading in their first language when they were in the U.S. Student T pointed out she read in her mother tongue but only for entertainment. Additionally, Student P, Student S, and Student T noted that they read English for homework assignments, while Student Q and Student R read either novels or newspapers.

In addition, as for the factor—motivation, Student P, Student Q, Student S, and Student T were highly motivated reading in both languages, such as, for future, for curiosity, for being a good English teacher, and for GPA. Yet, Student R was not highly motivated in both languages, simply because she did not like to read in both languages.

Chapter V: Discussion

Responding to Research Question 1, looking at it from different ways, it appears that 77 students liked reading in English, and 19 students disliked it. From the analysis of the qualitative data, all the five interviewees had reported their experience about the first time disliking reading in English. In detail, vocabulary had been the biggest concern for Student P, Q, and R in liking reading in English. Linking back to what Wheeler (1946) talked about, children should read in accordance with their level of vocabulary (p. 267). The researcher thought it worked to adults as well. To be more specific, Student P just read what he had to for class during his first semester here because of this. Likewise, Student Q said she checked and translated every word when reading, even though she stated it was stupid. Student R pointed out that she could not understand an English word when she was 12. While, Student S reported that reading in high school was related to passing exams and entering colleges, which had nothing to do with real life English. Then, Student T was freaked out by a large amount of reading assignments during her first semester here, which was the time she hated reading in English.

In another way, the researcher should be skeptical, 80% of the participants indicated in the questionnaire that they liked reading in English. It was hard to tell whether they told the researcher the truth or not. For the reason that, they were in a university setting, they had been asked by someone who was a potential English teacher if they liked reading in English or not. They definitely said they loved to read in English.

In response to Research Question 2, factors that affect students' feelings about L2 reading are their attitudes, strategies use and beliefs, purposes, and motivations towards reading.

Attitudes. In the questionnaire, 88 students indicated reading was important in both languages. Then, in the interviews, all the five interviewees stated reading was important in English, e.g. for learning vocabulary, for a better understanding of written texts, for GPA, for developing minds, for learning what native speaker used; while two of them indicated reading was important in their L1 as well.

Moreover, for most people if they liked reading, they would say they did do reading. But on the other hand, when the researcher asked the question (see Table 12), they preferred to avoid it.

Besides, all the five interviewees mentioned they liked reading for school, which was not from the bottom of their hearts. They liked it because they had to.

Also, both Student Q and Student S wanted to get a nuance from readings, while Student P would like to read something easy and interesting. As stated by Chen et al. (2013), students can choose materials that they are interested in with freedom, which can stimulate their reading attitudes (p. 308).

Furthermore, the same to Yamashita's research (2004), students from this research paper were more than 18 years old, and they had learned English after they gained their L1 literacy. Also, the researcher found correlation between Question 14 and Question 25 (see Table 30), and between Question 15 and Question 26 (see Table 31), so the correlation could

be interpreted as indicating transfer of reading attitudes from L1 to L2. In other words, students had more positive attitudes in L1 than in English.

Strategies use and beliefs. Student P, Student R, Student S, and Student T had their way of reading in English. To be more specific, Student P read things that he was interested in, Student R tried not to translate English into her L1, Student S picked up what he wanted to know from a text, and Student T found whether the topic was attractive or not, while Student Q just read and reread each word and every sentence. Further, Student P, Student R, Student S, and Student T did translation from English to their first language, however, only when it was hard for them to understand a sentence or a text. Only Student Q did the translation all the time no matter what.

Moreover, in this research, most students agreed reading is to understand vocabularies and a written text, most of them tried to solve comprehension problems, and most of them tried to use their background knowledge when they read. All the strategies that the researcher mentioned could be linked back to Kamhi-Stein's research (2003).

Purposes. From the questionnaire, most students did seem to have a purpose in reading, while most of them liked to read for entertainment. Also, from the interviews, Student P, Q, S, T all said they liked to read for pleasure, while Student Q further expressed she liked it when she could understand it, and Student S liked sending messages to his friends in English but not for reading novels. However, Student R was the only one who said she did not feel reading in English was enjoyable at all.

Motivations. More students were motivated in reading in English than in their L1, because they were learning English for academic purpose by the time of this research, which

made sense. Again, even though many students reported liking reading in L1, they were not motivated. Another reason was that participants were here studying by using English as the only instructional language.

From the interviews, Student P, Student Q, Student S, and Student T were highly motivated reading in both languages, such as, for future, for curiosity, for being a good English teacher, and for GPA. As stated by Grabe (2009), in English contexts, students “may not be influenced by social identity factors but may be influenced by academic and classroom factors that draw on goals, and interest” (p. 4711). Yet, Student R was not highly motivated in both languages, simply because she did not like to read in both languages.

The results of the study show that there are some factors influence reading comprehension for English as a second language learners, e.g., attitudes, strategies use and beliefs, purposes, and motivations. Participants had a strong feeling of the importance of reading, especially in English, because they were using it as the only instructional language. However, most of them liked it but not from the bottom of their hearts. Thus, it is crucial for teachers to know students’ attitudes, and find ways to integrating their strategies, their purposes and motivations towards reading through teaching. Meanwhile, teachers should know the strategies that students are using or being used, which could later help their students to form a series of strategies to apply when reading.

Limitations of the Study

Limitations of this study include the small size of only five interviewees. The responses that the researcher got from the five interviewees may not be a true representation

of the majority of students who did the questionnaire. In other words, the small sample size of the interviews also determines that the findings of the current study may not be generalizable.

Another limitation that limited generalizability can also be the circumstance of the 96 participants, which were from a homogeneous group. In detail, they were all here enhancing their English by the time of this research, which meant that they were using English every day by following instructions of a teacher in a university. Also, they were asked whether they liked reading in English or not by someone who was a potential English teacher. It was hard to tell whether they told the researcher the truth or not. Fourthly, the researcher should have asked a question about vocabulary during the interviews, because she had mentioned it on the questionnaire.

Then, the researcher could be concerned about how they defined motivation. From Table 10, we could see that they were more motivated in reading in English. It could be that they did that for their GPAs. But they read in their L1 for reasons they might not interpret as motivation. They said they read in L1 because they wanted to find out what their family and friends were doing. However, they would never say they were motivated to read. They just read it. In other words, they might put the word 'motivation' as they need to be motivated.

Afterwards, on the questionnaire, the researcher asked participants to talk about reading skill. However, she intended students to report on their reading strategy. In the interview, she did use strategy instead of skill. Thus, it could have affected how students responded, and that might affect her data. In addition, according to Afflerbach, Pearson and Paris (2008), skill is related to "a proficiency of a complex act", while strategy is connected with "a conscious and systematic plan" (p. 365). In other words, skills are automatic

procedures that do not require thought, interpretation, or choice. Yet, strategies are process-oriented, cognitive operations a reader engages in.

Last, and most importantly, how the participants define reading should come into consideration. They did not think reading for home was reading (in their L1), while reading in English even for entertainment was reading.

Recommendations for Future Research

For future research, a larger sample of interviewees will be needed in order to increase the validity and reliability of this study. Most importantly, future research can generalize the findings if the sample size of the interviews is large enough. It would be better if there will be an assistant to help the researcher to go to the classes to handout the survey. Participants might feel less intense by encountering a person who is not a teacher. Also, since definitions of motivation and reading appear to be limitations of this research, a more obvious explanation could be added for the future research.

Moreover, it could be better if, in the future, other researchers can compare people who have been in the U.S. for a short time with those who have been here more than a couple of years.

In addition, researchers can compare the former IEP students with current IEP students, and see the differences between them considering those factors.

Recommendations for Teachers

Based on the conclusions drawn at the beginning of this chapter, several aspects may be useful implications for ESL teachers. First, as can be seen from the conclusion part, there were some students who did not like reading in English. Thus, it is crucial for ESL teachers to

know or at least get a hint of the reason of that, and make plans to deal with that accordingly. Since three out of five interviewees stated that vocabulary had been the biggest concern in liking reading in English, thus, besides class materials, ESL instructors should choose and/or recommend articles or books, which are in accordance with students' vocabulary level. In this way, students might like to read in English gradually. Second, the results of this study showed that students' attitudes, strategies use and beliefs, purposes, and motivations played an important role towards L2 reading. Therefore, ESL teachers should take good care of students' attitude towards L2 reading. In other words, ESL teachers should attempt to nurture learners' positive attitude to reading as much as possible. Although students' strategies use and beliefs were varied, it is necessary that ESL instructors encourage their students to use strategies when reading. Students should also learn useful strategies in reading from their teachers. In addition, four interviewees seemed to have their purposes in reading, however, only in the way they liked to. Thus, it is critical for ESL teachers to know and assign readings according to students' purposes, which will get twice the result with half the effort. Moreover, students were motivated reading in English, because they used it as the only instructional language here. As pointed out by four interviewees, they were motivated for future, for curiosity, for being a good English teacher, and for GPA. Hence, teachers should get a good knowledge of students' motivation, and use it well and wisely to develop their reading and to meet their expectations. As stated by Grabe (2009, p. 4801), students need effective motivational assistance from instructors. In conclusion, it is of great importance for ESL teachers to know the factors that affect their students' feelings towards reading, and choose class materials or make lesson plans according to that. In this way, teachers can better plan

their class by including more vivid activities or instructions that their students feel positive about.

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Appendix A: Questionnaire

1. Please choose your option by circling one of the following choices, **6** stands for **strongly agree**, **1** stands for **strongly disagree**.

| General questions | Strongly disagree | Disagree | Slightly disagree | Slightly agree | Agree | Strongly agree |
|--|-------------------|----------|-------------------|----------------|-------|----------------|
| 1. Reading is important in learning a language, no matter in my first language or in a second language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I think reading is to understand vocabularies. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I think reading is to understand a written text. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I like reading. | 1 | 2 | 3 | 4 | 5 | 6 |
| Reading in my first language | | | | | | |
| 5. Reading is enjoyable in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. I try to use my background knowledge when reading in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. When I read in my first language, I have my purpose in reading (e.g. find the main idea of a text, make predictions). | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I always try to solve comprehension problems in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9. I spend a lot of time reading in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. I am highly motivated in reading in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. I think I have my own reading skill when I read in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. If it is not necessary, I prefer to avoid reading as much as possible in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. I like to read in my first language when I am reading for entertainment. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. I get bored sometimes when I read in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. I get tired when I am given a long text in my first language. | 1 | 2 | 3 | 4 | 5 | 6 |
| Reading in English | | | | | | |
| 16. Reading is enjoyable in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. I try to use my background knowledge when reading in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. When I read in English, I have my purpose in reading (e.g. find the main idea of a text, make predictions). | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. I always try to solve comprehension problems in English. | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 20. I spend a lot of time reading in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. I am highly motivated in reading in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. I think I have my own reading skill when I read in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. If it is not necessary, I prefer to avoid reading as much as possible in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. I like to read in English when I am reading for entertainment. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. I get bored sometimes when I read in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. I get tired when I am given a long text in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. I am anxious if I don't know all the English words. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. I often translate English into my first language when I am reading. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. I always translate English into my first language when a sentence is difficult to understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. When I read in English, I try not to translate English into my first language. | 1 | 2 | 3 | 4 | 5 | 6 |

Some of the questions are adapted from Yamashita (2004).

2. Please answer the following too:

Gender: ____Male ____Female

Level in IEP: ____3 ____4 ____5

Or Level in ESL Program for University Students: ____A ____B

Age: _____

What is your first language: _____

How long have you been studying English: _____years _____months

Have you studied any other languages, and how long?

***For *IEP* students, please answer *a* and *b*:**

a. Intended Degree: ____ Bachelor Degree ____ Master Degree

b. Intended Major: _____

****For *ESL Program for University* students, please answer *c* and *d*:**

c. Degree you are pursuing: _____

d. Major: _____

Appendix B: Interview Questions

1. Please describe the importance of reading to you. Why?
2. Please tell me a story about the first time you liked reading in your L1. Please provide details and examples.
3. How often do you usually spend on reading in your L1 each day? How about in English? Why?
4. Please tell me a story about the first time you disliked reading in English. Please provide details and examples.
5. When you are reading in English for school, do you like it? Why or why not?
6. When you do other types of reading in English for pleasure, is it enjoyable? Why or why not?
7. Do you have any strategies that you can use when you are reading? Please provide details and examples.
8. Are you highly motivated in reading in your L1 and English? Why or why not?
9. When you read something in English, do you usually translate it into your L1? Why or why not?
10. Is there anything else you want to tell me about your attitude about reading?